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ABSTRACT

This Handbook is intended as a guide to practice for the school psychologist and as a reference to further information relating to pertinent state and federal regulations and to professional standards of psychological practice. It was written also to give school administrators, consultants and teachers information on psychological services that can be of help in developing school system policy and regulations, as well as providing a concise description of what kinds of programs could be expected from a system's psychological services staff. It will help to clarify the roles of school psychologists. It should help school psychologists in their attempts to plan for comprehensive and effective service programs that are responsive to the needs of children and schools. (Author)

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School Psychological Services Handbook

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School Psychological Services Handbook

Georgia Department of Education
Division of Curriculum Development
and Pupil Personnel Services
Charles McDaniel
State Superintendent of Schools
1977

PREFACE

This Handbook was written to serve several purposes. It is intended as a guide to practice for the school psychologist and as a resource or reference to further information relating to pertinent state and federal regulations and to professional standards of psychological practice. It was written also to give school administrators, consultants and teachers information on psychological services that can be of help in developing school system policy and regulations, as well as providing a concise description of what kinds of programs could be expected from a system's psychological services staff. It will help to clarify and to bring into focus the roles of school psychologists. It should help school psychologists in their attempts to plan for comprehensive and effective service programs that are responsive to the needs of children and schools.

To avoid awkward sentences and cumbersome syntax, the term "school psychologist" will be used to refer to personnel at any of three certification levels:

(a) school psychometrist - BPM5 or PM5
(b) associate school psychologist - SP6
(c) school psychologist - DD7

There are distinctions between workers' level of skills and competencies that are reflected by these certificates, which will be discussed in a later chapter of the Handbook. The generic pronoun "he" will be used throughout in referring to the school psychological service worker.

TABLE OF CONTENTS

PREFACE..... 2

A NOTE TO SCHOOL ADMINISTRATORS..... 5

PART I - THE FIELD OF SCHOOL PSYCHOLOGY

Development and Identity of School Psychologists..... 9

Certification and Training of School Psychologists..... 12
Professional Certification..... 12
Professional Training..... 13
Professional Requirements for Delivering Psychological Services..... 13

The Scope of Practice..... 15
Evaluation and Assessment..... 15
Consultation and Counseling..... 15
Referral and Liaison..... 15
Research and Program Development..... 15
Teaching and Education..... 16

PART II - PRACTICE OF THE SCHOOL PSYCHOLOGIST

Organization, Administration and Delivery of School Psychological Services..... 19
Organization..... 19
Administration..... 19
Delivery Models..... 21
Evaluation of School Psychological Services..... 22
Reports to State Department of Education..... 23

School Psychology: Toward the Future..... 24

Assessment Techniques..... 25
Child Study..... 25
Assessment of Minority Group Children..... 27
Materials and Instruments..... 28

Psychological Reports and Their Uses..... 33

Legal and Ethical Issues..... 37

Bibliography..... 40

A NOTE TO SCHOOL ADMINISTRATORS

School system administrators are responsible for the effective organization and management of all educational programs and services for children. One of the programs which must be integrated into school system operations is psychological services.

School psychology has undergone a rapid change as far as standards of practice and quality of training are concerned. The concept of the school psychologist as "someone" who has had a course in individualized intelligence testing has been supplanted by the nationally accepted standard that workers in the field complete an approved university graduate program designed especially to train school psychologists. Administrators should be certain that potential employees are eligible for certification before they are considered for employment.

The notion that the psychological evaluation of a referred child is the extent of services that could or should be provided by the school psychologist has been abandonded. The modern conception of a comprehensive psychological services program includes case management, counseling and behavioral remediation, staff development and parent consultation. The idea that the administration of an individual intelligence test constitutes an adequate "psychological evaluation" is not a valid or defensible operational procedure. The concept of a comprehensive psychological evaluation has been broadened considerably in the past few years by legislation, by state and federal regulations and by accepted standards of professional practice. A psychological evaluation should include a comprehensive assessment of cognitive functioning, an evaluation of perceptual-integration processes, a survey of educational skills, and an analysis of social-emotional status as well as a thorough review of adaptive/behavioral competencies of the referred child. It usually requires (1) observation, (2) parental interview, (3) psychological and educational testing, (4) case analysis, (5) program prescription and consultation and, (6) periodic follow-up. These procedures are more fully described in Special Education - Regulations and Procedures and in this handbook.

Children who are handicapped and in need of certain special education services must have a comprehensive psychoeducational evaluation. In addition, many other children with school problems also need such services even though they are not considered to be special education candidates. Frequently, problems in behavioral management are solved by classroom observation, behavioral charting and by designing and implementing a management program. Psychological testing, as it has been traditionally known, is frequently not even indicated.

It probably requires about five or six hours of a school psychologist's time for each referred student, including the time necessary for the

review of the case history and test data and the preparation of a written evaluative report and necessary follow-up. The average school psychologist in Georgia provides psychoeducational services for about 170 children during the course of a 180 day school year. These services include counseling with individual children and their parents; organization and participation in staff development programs; consultation and coordination with social and health agencies; as well as normal office, staff and administrative duties expected of all education agencies' central office staff members. School psychologists who have an assignment which requires any substantial amount of responsibility for administration, supervision or program management need to have time assigned for these duties with a concomitant reduction in clinical case loads.

Psychological service staff members should become a part of the instructional process. They should share responsibilities and coordinating functions with other pupil personnel specialists. In-school child-study committees can be utilized to bring the unique knowledge and skills of classroom teachers, administrators, pupil personnel specialists and special education personnel together, resulting in a more effective use of the unique abilities of each. To view the school psychologist as a technician is to limit the possibility that school systems will make maximum utilization of his talents.

School administrators have to be aware of the many federal and state laws, court decisions and state and local boards of education policy that apply to school operation. The issues of due process, parental involvement and confidentiality are some of the more important issues that affect school psychology practice. The information in this handbook should be of help to you in your efforts to plan for fair, defensible and effective procedures governing psychological services to students.

PART I

THE FIELD OF SCHOOL PSYCHOLOGY

DEVELOPMENT AND IDENTITY

Identity

School psychologists are unique in their professional identity. They owe allegiance to two distinct bodies of knowledge and to two different occupational groups and cannot be identified solely either as educators or as psychologists. They are in fact both. This very uniqueness creates both opportunities and problems.

There are problems relating to identity since a polarization in either direction by the individual school psychologist will result in alienation and estrangement in the other direction. If he claims an identity in one domain exclusively, he abandons a meaningful relationship in the other. By declaring he is first a "psychologist," he negates or subordinates his claim to special understanding and sensitivity to the environment of the school. If the school psychologist maintains that he is an educator first, he forfeits his claim to special psychological skills. The most logical and defensible position on this issue is that a school psychologist is, in fact, unique. He cannot be polarized into an exclusive identity that denies his special training and skills.

The school psychologist must have competency in psychology and in education. Child development, psychopathology, learning and behavioral management are essential domains of competency for him. Yet even a thorough training in psychology is not enough. He must also have a firm grasp of the concepts of educational philosophy and practice. He must know instructional techniques and organization and he must understand the educational manifestations of learning disorders and psychological disabilities. Integrating these two bodies of knowledge should give the school psychologist the necessary insight into the special relationship between the child and the classroom behavior.

The school psychologist also needs to know the special skills and competencies that other pupil personnel workers bring to bear on the problems and issues with which he is concerned. The school psychologist must be able to work with the counselor, the school social worker and the school nurse. He will need to become intimately familiar with the aspects of their training that differ from his, as well as with those portions of training and competencies that are similar to his.

The school psychologist will have limited influence on the educational process until he learns to use the "change agents" in the school. These agents are other pupil personnel specialists, administrators, teachers, parents and child peer groups. The school psychologist must work with and through these agents if he is to extend his competencies beyond the psychometric function or to expand on the number of children he could expect to help with individual case management as his major technique.

The impact which the school psychologist will have on the human problems in education will depend then on the following factors:

His competency in the fields of child and educational psychology

His competency in the field of educational programing and instructional techniques

His competency in using the social environment of the school and teachers as agents of change and development

His commitment to the school as his field of practice and to the child as his client

His ability to work effectively and cooperatively with other pupil personnel workers, including elementary and secondary counselors, school social workers and health specialists.

Bardon and Bennett (1974) insist that awareness of the dual nature of the profession is the key to understanding the competencies and responsibilities of the school psychologist. They maintain

- that the practice of psychology cannot be considered apart from the setting in which it is applied.
- that the practice cannot be considered apart from the qualifications of the practitioner - which includes being aware of the obstacles he must overcome to be useful. It is easy to idealize and glamorize professionalism and to over-estimate its possible contributions to societal institutions. Without detracting from the contributions that psychology can make to the schools and hopefully without minimizing the tremendous satisfactions to be gained from working in the schools, it would be a disservice to be unrealistic. (p. 26)

History

Although psychologists have been employed in schools for over 50 years, the profession of school psychology has a much shorter history. It was not until the early 1950's that formal, organized sequences of courses and a curriculum were developed to train, not just a child psychologist, but a psychologist for the child and the school. In 1962, the American Psychological Association developed and published a statement on standards of training and certification in school psychology. Now there are over 140 colleges and universities offering graduate training in school psychology and over 9,000 school psychologists are employed by

the schools in this country. Standards related to training and practice have been adopted by the Division of School Psychology (16) of the American Psychological Association and by the National Association of School Psychology, the two major professional organizations representing school psychology and psychologists.

The State Department of Education in Georgia adopted certification and graduate training standards in the fall of 1965 and in January, 1966, established the position of coordinator of school psychology services whose responsibility it was to organize and develop programs of psychological services for the state's schools. At that time, there were only 10 psychologists serving the school children of the state and no university in the state had an organized, approved graduate training program.

By 1968, the University of Georgia, Georgia State University and Georgia Southern had developed school psychology training programs and the first graduates of a special year long training institute in school psychology at the University of Georgia had begun practice in the state's schools. By 1970, there were 75 school psychologists serving the children in 103 of the state's approximately 190 school systems. The ratio of school psychologists to students that year was 1 to 16,000.

The State Department of Education adopted a goal of 1 to 3,500 as a desirable school psychologist-to-student ratio, and moved toward that level of support by increasing unit allotments to local educational agencies in 1970 through 1974. By 1976-77, the ratio of workers to students had reached the level of 1 to 6,500. About half of the state's 180 school psychologists were on staffs of Cooperative Educational Service Agencies or were working through other multi-system arrangements. When the goal of one school psychologist for each 3,500 children is met, there will be about 300 school psychologists in Georgia, and every child in the state's school systems will have access to psychological services for the first time.

CERTIFICATION AND TRAINING OF SCHOOL PSYCHOLOGISTS

Due to the complex nature of the school psychologist's job and his relationship with the educational system it is essential that only the highest levels of skill, knowledge, competency and ethical standards be accepted. School psychologists consistently provide information which directly influences the education and lives of children in the state of Georgia. The Georgia State Department of Education has developed a certification system for psychological personnel operating in the schools of Georgia which takes into account the differing levels of training, expertise and experience within the area of school psychology. The levels of certification in no way imply inferior competencies. The highest standards of competence are expected at each of the levels, but each level of training defines the range of skills available to help children in the schools. The practice of psychology in the school setting is quite different from the practice of psychology in other settings and as such requires specialized training and competencies. Personnel working in the schools as school psychologists either full-time or on a consulting or contractual basis, or engaging in activities directly related to the practice of school psychology, must demonstrate in an objective fashion their competency to do so.

Professional Certification

The specific criteria for demonstrating competence at each level of certification are

- The School Psychometrist (5th year certificate, Master's level)

  This is the minimal level of training and certification for the specialist in school psychology. Although the school psychometrist has received some training in all aspects of school psychological services, the major content of his training has been in the area of child assessment and evaluation. The beginning school psychometrist will be competent to assume the job of child assessment under general supervision, with limited responsibilities for case consultation and counseling.

- The Associate School Psychologist (6th year certificate, Specialist level)

  At this level of training, and with the three years of appropriate experience required for this certificate, the associate school psychologist should be capable of effective school-based practice in the functions of child assessment, consultation and referral. The associate school psychologist should be able to coordinate and plan for the development of a psychological services team and to provide professional leadership to its personnel.

- The School Psychologist (7th year certificate, Doctoral level)

  The doctorally trained school psychologist, with a minimum of three years of appropriate experience, should execute effectively all responsibilities and functions assigned to him. He should contribute to the administrative leadership of his school system, and he should be an effective manager of psychological services programs, plans, activities and personnel. He should be actively involved in research, program development and curriculum planning.

Professional Training

At present, three colleges in Georgia offer approved training programs in school psychology. The University of Georgia and Georgia State University offer approved programs at all three levels of certification. Georgia Southern College offers training at the fifth and sixth year levels. Graduates of school psychology training programs from accredited colleges and universities in other states can usually qualify for certification in Georgia at the level appropriate to their training and experience.

While the above certification requirements and training programs insure entry level competencies for school psychological personnel, it is extremely important to realize that knowledge in the field of school psychology is rapidly expanding. Our understanding of children in the school setting, how they learn, mature, grow interpersonally, socially and academically is continually progressing. Thus, while an initial level of competence in the area is adequate to begin functioning as a school psychologist, provision must be made for continued professional growth and development of the practicing school psychologist. Local school psychologists should be actively encouraged and supported in their efforts to continue their professional development and to keep abreast of a rapidly expanding body of knowledge and techniques. Time and funds should be allocated for practicing school psychologists to take advanced course work, attend professional meetings, workshops and conferences, and in all possible ways sharpen their skills and expertise. This will insure that the school children in Georgia have the benefit of the best, most current information available to the field of school psychology as it relates to their problems and concerns.

Professional requirements for those delivering psychological services in Georgia (Qualified Examiners)

1. Full time personnel employed by school districts in Georgia in the field of school psychology at any of the three levels of training must be certified by the Georgia State Department of Education.

2. Persons employed by a local education agency on a contractual or a part-time basis must meet the requirements of one of the following:

   - certification by the Georgia State Department of Education as a school psychometrist, associate school psychologist or school psychologist

   - licensure by the Georgia Board of Examiners of Psychology and be a practicing child or clinical specialist

   - full-time graduate standing in a school or child clinical training program with faculty supervision. Such persons must have successfully completed a minimum of one year of graduate training.

3. Evaluations of children by other agencies may be accepted by school systems when the examiner is qualified as noted in 2. above or meets the requirements for a Psychologist II (Georgia Merit System) or higher class rating.

THE SCOPE OF PRACTICE

Responsibilities of the school psychologist include

1. Evaluation and Assessment. The school psychologist evaluates the learning and behavioral characteristics and styles, abilities and disabilities of children, and situational variables which affect the child's behavior within specific environments. He studies the child's functioning in the classroom, on the playground, in the assessment setting, and in his/her world outside the school setting. He uses interview techniques, systematic behavioral observations, psychological instruments and case study information to analyze student learning and behavior problems.

   The product of evaluation and assessment is the transfer of the information that is obtained to others. This transfer takes place when the psychologist verbally communicates his findings about a child during a parent or teacher conference and when he files a written report. The written report reflects the psychologist's integrated and focused understanding of the child evaluated, addresses the referring problem, and is written on a level that is understandable to the persons to whom it is written.

2. Consultation and Counseling. School psychologists consult with teachers, counselors, administrators and parents in planning programs and activities that will improve learning and social skills in children. School psychologists may advise, give information, make suggestions and help plan for education and therapy for children with school problems. They may counsel individuals, groups of students, parents and others to help them use the school's resources more effectively.

3. Referral and Liaison. One of the school psychologist's major responsibilities is finding and using available resources to help students and parents. To accomplish this, he seeks information about available community, state and federal agencies and develops working relationships with the personnel of these organizations. He finds and uses all possible sources of help to assist his clients. Frequently, he collaborates with personnel in other agencies and pupil personnel workers at school in helping students and their families. He may work with others in his school system to develop a handbook on community services and resources.

4. Research and Program Development. The school psychologist may assist in designing experiments and in analyzing data to help evaluate the usefulness and effectiveness of various educational programs and practices. In addition, he may help to plan and organize new educational programs using his knowledge of child development and his understanding of psychological and educational methods. Such activities must be carefully planned in cooperation with curriculum consultants, school social workers, special education

personnel and other instructional staff. The planning, organization and management of school psychology services alone are critical skills to be mastered.

5. Teaching and Education. School psychologists may participate in organizing, planning and implementing educational programs for teachers and other school personnel. They may assist teachers and other consumers in learning to use psychological reports effectively. They may teach others to use the techniques and skills of their specialty to foster more effective and useful educational experiences for children. School psychologists should assist in the development of content, methods and programs that facilitate student growth in self-understanding and emotional maturity. They may also lead student groups or teach classes in subjects concerned with human behavior, affective development, self-understanding and related topics.

   Conceptions of the nature of psychological services and specific activities and responsibilities vary among authorities as well as among training programs. A single static position does not encompass all of the possibilities in school psychological services. The needs of the schools, the skills of the individuals and the availability of resources are major factors that influence what each school psychologist does each day. One representative point of view of the school psychologist's responsibilities is summarized by Perkins, (1971, p.22) as follows:

   - Child Study - essentially a clinical approach to learning difficulties for which intellectual and personality evaluations are needed.
   - Consultation - occurring in two major areas: (a) pupil-oriented problems similar to Child Study, but the pupil is not seen by the psychologist; (b) school-oriented problems related to grading, curriculum, instructions, etc.
   - In-service Training - seminar type of teaching, application of psychological and mental health principles to the school setting.
   - Research - experimental psychology with a practical approach to school problems.
   - Community Services - drawing upon sociological factors relating to broad needs of families and the functions of community agencies.

PART II

GUIDE TO THE PRACTICE OF SCHOOL PSYCHOLOGY

ORGANIZATION, ADMINISTRATION AND DELIVERY OF SCHOOL PSYCHOLOGICAL SERVICES

ORGANIZATION

School psychological services which are deliberately and carefully organized and managed will be effective and responsive. The organization of services will vary among systems depending on such factors as pupil population, geographic size of the district, philosophy of staff and administration. A needs assessment should be undertaken to determine the organizational structure for psychological services. These needs may include

- student evaluation and program planning, consultation and counseling, referral and liaison and school staff in-service.
- staff training, professional growth opportunities, research and program development.
- regulations and procedures as defined by state, local and federal agencies or as dictated by professional responsibility.

Priorities for service must be established cooperatively between psychological services staff and consumers. These priorities must reflect the needs and interests of students, administrators, teachers and parents.

ADMINISTRATION

Effective administration of psychological services presupposes an organizational structure with well defined lines of responsibility and authority, well defined relationships between school psychological services and other educational services and well defined operational procedures. These are to be developed to meet the objectives suggested by the results of the needs assessment.

Personnel

A major consideration in the administration of psychological services will be the most effective and efficient use of personnel. In large school systems, a grouping of personnel in terms of commonality of relationships in professional functions is a consideration that frequently is followed. In such systems, there may be an assistant superintendent or a director or coordinator of pupil personnel services who is directly responsible for the activities of the counseling-guidance program, school social work services and the school psychology staff, with each of these units having a designated leader. The staff person who is responsible for such services in those systems should hold the certificate of director of pupil personnel services. Smaller school systems may group

personnel by commonality of functions when staff is limited, and the school psychology staff members may report directly to a system-level administrative person. In some instances, all special school staff personnel may be coordinated by one designated person. This individual would normally be the senior member available in terms of training and experience. Regardless of the choice of structure, the lines of authority, channels of communication and areas of responsibility should be clearly and precisely designated and understood.

Individual child diagnosis, assessment, program prescription and consultation are basic to any school psychological services program. The greatest return in an investment in school psychological services comes from assigning responsibilities through matching identified needs with specific competencies of available personnel.

It is also the responsibility of the coordinator to establish adequate secretarial and clerical services for the staff personnel. These services should be designed to maintain efficient and accessible files, monitor access to confidential files, and provide rapid return of reports and psychoeducational evaluations to staff personnel.

Procedures

Delivery of services should be defined by regulations and procedures specifically designed for the service areas. Factors such as due process, confidentiality of data and program area definitions contained in Georgia's Special Education Regulations and Procedures, are directly applicable to psychological services and must be accommodated by local procedures.

Reporting of Services

A careful accounting of services provided and of professional time utilized is necessary for program review and self study. Useful accounting reports contribute to a better understanding of the scope and responsibility of the psychological services staff and facilitate working relationships with all school personnel.

Professional Growth

Ample time and money should be provided for the psychologist to participate in professional development activities. He should be permitted and expected to attend his professional association seminars and workshops and be encouraged to devote a portion of his assigned time to activities that will enhance his

knowledge of developments in school psychology and education. As a general rule, about five percent of the worker's scheduled time should be devoted to such activities. In addition, the worker should keep abreast of the research and literature in his specialty and some portion of his working hours should be devoted to this aspect of professional growth.

As workers gain experience and skill, they should begin to contribute to additional aspects of psychological services as described. Professional growth, however, is not growth by chance and an active staff development program should be a part of each system's psychological services.

Staff/Student Ratios

The number of school psychologists employed in a school system depends on many factors. Available local and state funds are certainly important. However, the attitude of the administrators of the school system concerning the need for such services, as well as a consideration of the availability of related workers such as counselors, school social workers and special education personnel, is also critical. The current goal for staffing is a recommended ratio of one worker to 3,500 students although this recommendation could vary depending on factors mentioned. The American Psychological Association and the National Association of School Psychologists have suggested a ratio of one school psychologist to 2,500 students.

DELIVERY MODELS

The delivery model engaged by the individual service agency will reflect its organizational structure, administrative philosophies, service area requirements and expectations. Development of a delivery model should begin with an analysis of the results of a needs assessment. Currently, two delivery models for school psychological services are most prevalent in literature and practice. They are the traditional diagnostic model and the consultant service model. A third, less discrete model exists in practice when elements of the diagnostic and consultant service models are combined. The diagnostic model is still predominate but the request for teacher/parent/child consulting seems to be growing. Research indicates that as consultation is made available, positive changes in user attitudes occur.

There is no absolute which applies to delivery models for psychological services. Flexibility, efficiency and adaptability are the criteria for development of local delivery systems. Complicating the development of a comprehensive delivery model is the emerging role of the school, and therefore school psychological services, as a community activity.

The trend toward multidisciplinary and team-centered assessment processes must be considered. The number of workers on a staff, their levels of training and backgrounds of experience are probably the most important variables affecting service delivery decisions.

A variety of plans for delivering services can be developed in systems having more than one school psychologist. For example, the coordinator may

- assign individual staff members to meet the needs of specified schools.
- assign individual staff members to meet the needs of specified schools, calling upon the competencies of co-workers where appropriate.
- assign referrals to various staff members on an ordinal basis without regard to specific need category or specific competency of staff member.
- plan with the entire school psychology staff, evaluating results of needs assessment and of various competencies among staff members and assigning responsibilities.
- match the identified need with the person whose competencies appear most appropriate to respond to that need.

Depending upon the size of the population to be served, the size of the school psychology staff and the results of a needs assessment, the coordinator may be involved in direct services or he may utilize his time primarily for supervisory and consultative activities. Other considerations which will have an impact upon the delivery model utilized in a specific system are

geographic area
socioeconomic climate
expectations of the community
types of agency (LEA, CESA, etc.)
expectations of the educational agency
ratios of staff to served population

THE EVALUATION OF SCHOOL PSYCHOLOGICAL SERVICES

Each school psychological services program should be evaluated in terms of its usefulness in helping children in school. In order to modify and to extend the kinds of service necessary to meet the needs of the population served, feedback is essential. The constructive modification of any program is necessarily tied to the assessment of its operational effectiveness. One critical feature of the assessment procedure is in the appropriate reporting of activities and outcomes. Proper accounting of activities on a daily basis and reporting on a weekly, monthly and annual basis is essential, not only to constructive feedback and cost analysis, but also to eventual evaluation of ongoing services.

Systems analysis is a method frequently utilized in education as well as other fields to determine effectiveness of delivery. Systems analysis provides for analysis and evaluation of stated purposes, goals, materials and methods, and outcomes (i.e. of both product and operations). It provides for both formal and informal feedback and program adjustment within identified areas of deficits.

One of the most important persons served is the teacher, a principal change agent for children in schools. It is essential that school psychologists learn something of teachers' needs and how they view psychological services and the effectiveness with which they perceive the service operating. Surveys conducted by completion of questionnaires are the most common method of obtaining such feedback. Feedback such as this could provide important information on outlooks and outcomes of services as teachers perceive them. Such feedback, with modifications in the kinds of questionnaires developed, could be secured from special populations such as teachers of exceptional children, school administrators or even pupils and parents.

The necessity for planning for evaluative studies is essential to sound program functioning. School psychologists must have feedback in order to understand the nature of the needs of the population they serve, to modify their procedures and processes, to evaluate the quality and effectiveness of their services and to evolve or develop the kind of service programs that are needed.

Whatever methodology is devised to provide program analysis and determine accountability, certain elements must remain intact.

- Evaluation must be on-going and not sporadic.
- Evaluation must consider both the process and the product.
- Evaluation must include feedback from consumers.
- Evaluation must be followed by efforts to strengthen services.

REPORTS TO STATE DEPARTMENT OF EDUCATION

The State Department of Education will mail a survey form to each school psychologist at the end of every school year. This form is designed to yield information on the nature and quality of services furnished. It should be completed as accurately and completely as possible and returned by the deadline date to the Coordinator of School Psychologists Services in the State Department of Education.

SCHOOL PSYCHOLOGY: TOWARD THE FUTURE

The purpose of this section of the handbook is to expand awareness of individuals involved in school psychology programs of the urgent need for "futuristic forecasting." It is imperative that futuristic planning become a vital consideration in initiating, developing and expanding school psychology programs. If appropriate forecasting is not done continuously, school psychology programs will suffer and the needs of the different populations will not be met. Therefore, it becomes essential that school psychology program managers and practitioners develop a "futures management system" which might serve to explore current changes and provide a base to calculate determinations of change implications for future operation. The "futures management system" is a combination of basic fundamentals: (1) perception of a problem or opportunity; (2) development of a general plan; (3) actions to meet goals; (4) information feedback as a check for actions; and (5) modification of plans in terms of results.

Some factors which may influence school psychology in the future and which should be considered uppermost in planning and projecting are: (1) developing functional accountability models for school psychologists, such as, objective-based and competency-based training and certification approaches; (2) school psychology program operations which might include a variety of management models, including management by futures models, management by participation, management by objectives; (3) differential staffing which has potential for maximizing the utility of the skills and abilities of multiple staff; (4) development of a comprehensive plan of staff development for school psychology personnel which might include a variety of alternatives to formal training models, e.g., in-service with multi non-school agencies; (5) initiating and monitoring appropriate legislation for strengthening school psychology programs, e.g., expanded funding for services, legal dimensions of professional practice, confidentiality for professionals and clients; (6) development of 5 - 10 year operational plans reflecting resource and material needs/utilization, handbook projecting activities and organization; (7) exploring computer potential to structure and maintain a system of instant information which could be quickly and easily transmitted to school psychology programs without regard to geography; (8) explore the idea of a "systems approach" in school psychology program planning - a closed-loop analytic and developmental process which can be utilized to continuously: (a) assess the results of performance; (b) maintain sensitivity to performance requirements; and (c) provide for self-correction of performance in order that projected specified objectives can be achieved. System models show relationships and flow, start to finish, and can facilitate the management and monitoring of a program. Problems and impediments to achieving goals can be spotted, modifications installed, resources shifted, and deadline adjusted; and finally (9) utilization of pupil personnel teams including counselors, school psychologists, school social workers and health personnel for staffings, influencing curriculum modifications, developmental programs and crisis counseling.

ASSESSMENT TECHNIQUES

Child Study

One of the most important and basic functions of the school psychologist is the psychoeducational assessment of children who are experiencing learning and behavior problems in school. Psychologists should be certain that their reporting contributes to the meaningful understanding of the child and that his behavior, skills, assets and handicaps are described in educationally useful ways. Feedback on the effectiveness and adequacy of such reports is essential. While the child is the primary client of the psychologist, the effective change agents for each child are his teachers, his parents and his peers.

Children who are considered for placement in programs for the trainable mentally retarded, the educable mentally retarded, and children with specific learning disabilities must be evaluated by a qualified psychological examiner. Such an evaluation may be required for placement in the program for children who are emotionally or behaviorally disturbed. Information gained from this examination is used to assist in making decisions on appropriate educational placement of children. It should serve also as the basis for prescriptive educational programming as well as to give direction in referring and in securing other needed services. Children with other handicapping conditions may be evaluated by a qualified psychological examiner prior to decisions regarding educational programs and placement. The school psychologist may be called on to assist in the evaluation and assessment of some children for possible inclusion in programs for the gifted and creative. For specific details regarding services to exceptional children, consult Special Education Regulations and Procedures.

Referrals should be accepted for psychological services for children who are having learning and behavior problems in school who may not be under consideration as possible candidates for special education programs. Procedures should be developed that permit parents to refer their children when they feel that special help is needed. Regardless of the source of the referral or the possible disposition of the referral or the case, school psychology must respond in appropriate and effective ways to the child's and the school's needs. Teachers who are helped with one child may transfer effective strategies to other children and other situations, multiplying the effectiveness of psychological services.

The process of child assessment should be well understood by the school psychologist as a consequence of his training and experience and no attempt will be made to describe that activity in any detail in this handbook. However, it should be noted that certain guidelines apply in any instance when a complete psychoeducational assessment is indicated.

1. The child's parents should be informed of the need for the study and their consent must be obtained. A sample for use in documenting consent is available in the handbook of regulations for exceptional

children. However, a school system may choose to prepare its own form as it sees fit, keeping in mind current state and federal guidelines regarding due process and confidentiality.

2. The psychological instruments and methods necessary to the psychoeducational study of a child should be determined by the school psychologist after a preliminary assessment of the characteristics and limitations of the child. Of course, every effort should be made to fulfill special or unique needs of the school or of other agencies who are giving assistance to the child. The assessment procedure should be determined in part by the special characteristics of the situation. Some cases require extensive procedures while others do not.

3. Determination of intellectual functioning should involve a consideration of the educational capacities and attainments of the child as well as measures of adaptive social behavior and abilities and skills. Intelligence should be viewed in its broadest perspective which includes a consideration of situational behaviors as well as performance on psychological tests. The school psychologist should consider the cultural and socio-economic background of the child as he chooses his instruments and procedures and in drawing conclusions and making judgments. Interviews with one or both parents is a desirable way to get information on developmental and social-adaptive behavior. Classroom and playground behavioral observations are also frequently indicated.

4. The school psychologist serves as clinical consultant to the school. He describes the attributes of the child, makes suggestions and participates in planning for remediation or treatment. However, the responsibility of determining program plans for the individual child rests with the school administration. In the case of children who are candidates for special education assistance, it is the responsibility of the school advisory or placement committee to recommend placement and programming. The psychological report will comprise a major part of the information that the committee will utilize in making a decision. Often, the school psychologist is one of the members of the committee. The school psychologist should use and be familiar with the guidelines to programs for exceptional children developed by his system and by the State Department of Education.

5. In addition to the initial evaluation for placement, children who are in special education programs must be reevaluated on a periodic basis. This reevaluation may be requested at any time the current placement or educational progress is in question.

Assessment of Minority Group Children

The school psychologist must attempt to understand the environmental background of every child he sees for evaluation, counseling or program planning. The concepts discussed in this section apply to the assessment of all children regardless of their particular environmental or hereditary characteristics. However, the need to understand and appreciate the effects of previous life experiences is probably magnified in the case of many minority group children. Certainly, life experiences are powerful determiners of subsequent growth and development in both cognitive and affective aspects of personality. The school psychologist must make a concerted effort to learn as much as he can about these life experiences and how they affect the present situation of the child. One must take into consideration that success in the public school classroom is dependent upon communication skills in standard English and some ability to conform to generally accepted social and academic standards.

It must be noted that children do not usually present themselves for evaluations nor do school psychologists randomly select children as recipients of the services. They are invariably referred because "somebody," usually a teacher, principal or parent believes that there is evidence of learning or behavior problems. The clarity, comprehensiveness and apparent validity of such referrals should be noted and additional background information sought if needed.

The best protection against bias or misdiagnosis in assessment lies in the employment of comprehensive procedures. Intellectual functioning should be assessed with instruments that measure both verbal and perceptual-spatial functioning. More than one test of cognitive functioning should be administered for confirmation. Perceptual and language functioning should be examined as well as appropriate academic skills. Social and affective competencies and levels of development should be observed and sometimes formally assessed. The necessity of judging the capacity for adaptive behavior is obvious. Observational data gathered in the classroom and on the playground are frequently of great help. The educational, social and behavioral history of the child should be reviewed as revealed in the referral data and in the cumulative record and through parental interviews. Some formal indices of adaptive behavior should be employed as needed. It is obvious that any evaluation procedure must be conducted in the child's most proficient language if he is bilingual. The focus of the entire procedure should be on gaining useful diagnostic and prescriptive information.

Intellectual functioning is one critical dimension of an individual's competency, and psychologists have a demonstrated ability to assess this aspect of behavior. However, the broad concept of adaptive competency must also be assessed in a child's behavioral analysis and the problems in this area of psychodiagnosis are very real. Mercer (1973) sums up the problem this way:

> "We conclude, therefore, that a two-dimensional definition of mental retardation, which requires that a person fail both adaptive behavior and IQ before being diagnosed as mentally retarded, is justified. The lack of a systematic

> means for assessing adaptive behavior in the home, neighborhood, school and community has undoubtedly been one reason why clinicians have tended to rely almost entirely on intelligence tests in making diagnoses. The two-dimensional definition needs to be operationalized, and a more adequate means should be devised for evaluating an individual's ability to cope intelligently with social situations and interpersonal relations" (p. 196).

It is usually necessary and desirable to employ psychological and educational tests in the assessment of any child. However, as Meyers and his associates (1974) point out, "Test utilization, thus, must be attended with great care, with particular respect to score interpretation." They go on to point out that "...proper placement is never effected only the basis of a psychometric score, nor even initiated by one (p. 10). In special reference to the diagnosis of mental retardation, Heber (1961) stresses that

> "The inclusion of criteria of impaired adaptive behavior in the definition (of mental retardation) demands that objective measures of general intelligence be supplemented by evaluation of the early history of self-help and social behavior, by clinical evaluation of present behavior, and by whatever measures of academic achievement, motor skills, social maturity, vocational level and community participation are available and appropriate." (p. 4).

Even with the recognized limitations of psychometric instruments and evaluation techniques and procedures, program plans and instructional strategies have to be developed for children with learning/behavioral difficulties. Recognized, standard psychological tests have a great deal to offer if carefully used in conjunction with other data. A careful interpretation of test results must be included in the report and placement committees are urged to review the report in its entirety. As Meyers (1974) puts it, "...tests do predict academic progress more or less equally well among various sub-groups." (p. 10).

Alternative methods and instruments may need to be employed in assessing the special and creative talents of culturally different children. As Torrance (1974) points out, successful intervention, developmental and remedial techniques and programs must focus on the psychological strengths of disadvantaged children. An effective assessment procedure, as he describes it, can reveal these strengths.

Materials and Psychological Instruments

Certain supplies and materials are necessary for effective functioning in any professional activity. However, in addition to the usual office supplies, certain special items are necessary to equip the school psychological services office. A wide range of professional literature should be accessible, including the standard reference works frequently used by psychologists.

A wide range of periodical literature also is essential if the school psychologist is to maintain knowledge of current developments in his field. As a minimum, continuing subscriptions to the following journals are suggested.

Journal of School Psychology, Behavioral Publications, 72 Fifth Avenue, New York, New York 10011

Psychology in the Schools, Clinical Psychology Publishing Co., Inc., 4 Conant Square, Brandon, Vermont 05733

Exceptional Children, The Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091

School Psychology Digest, 300 Education Building, Kent State University, Kent, Ohio 44242

Of course, there are many other useful and pertinent journals that can contribute to the knowledge and effectiveness of the worker and which may be especially pertinent to individual needs and interests.

The number of psychological instruments available is extensive and is increasing. There are varying opinions among specialists as to the usefulness and validity of any one of these. Many useful tests, rating scales and checklists other than these are available. However, it seems likely that any school psychology office would include the following or preferred equivalent instruments in its inventory of available materials.

ABILITY (General Cognitive, Developmental Maturity, Intelligence)

Bayley Scales of Infant Development (2 to 30 months)
Cattell Infant Intelligence Scale (3 to 30 months)
Columbia Mental Maturity Scale (3 yr. 6 mo. to 9 yr. 11 mo.) nonverbal
Denver Developmental Screening Test (1 mo. to 6 yr.) (also useful in Category b)
Detroit Tests of Learning Aptitude
Draw-A-Person (Goodenough-Harris Drawing Test) (infants to adults)
Hiskey-Nebraska Test of Learning Aptitude (3 to 16 yr.) nonverbal
Leiter International Performance Scale - Arthur Adaption (2 to 12 yr.) nonverbal
McCarthy Scales of Children's Abilities (2 yr. 6 mo. to 8 yr. 6 mo.)
Peabody Picture Vocabulary Test, (2 yr. 6 mo. to adult)
Pictorial Test of Intelligence
Porteus Mazes (3 yr. to adult) nonverbal
Stanford-Binet Intelligence Scale, Rev. (2 yr. to adult)
Wechsler Adult Intelligence Scale (16 yr. up)
Wechsler Intelligence Scale for Children - Revised (6 yr. to 16 yr. 11 mo.)
Wechsler Preschool and Primary Scale of Intelligence (4 yr. to 6 yr. 6 mo.)

ADAPTIVE (Social Competency, General Development, Adaptive Behavioral Skills)

Adaptive Behavior Scale (Informal--each system should develop operational guidelines.)
Adaptive Behavior Scale (AAMD) (Public School Version)
Balthazar Scales of Adaptive Behavior
Camelot Behavioral Checklist
Cain-Levine Social Competency Scale
Preschool Attainment Record (6 mo. through 7 yr.)
System of Multicultural Pluralistic Assessment (SOMPA) (5 yr. to 11 yr.)
Vineland Social Maturity Scale (Revised) (Infancy to adult)
Performance Profiles
Levels: Preschool and Kindergarten, Severely and Moderately Retarded, Young Moderately and Mildly Retarded

PERSONALITY (Emotional Functioning, Affective Maturity)

Bellak Children's Apperception Test
House-Tree-Person
Sentence Completion Test
Symonds Picture-Story Test
Thematic Apperception Test

PERCEPTUAL (Language, Auditory, Visual, Integration and Discrimination)

Auditory Discrimination Test - Wepman (5 to 8 yr.)
Bender Visual Motor Gestalt Test (preschool to adult) (also useful in Categories a and b)
Developmental Test of Visual-Motor Integration (Beery-Buktenica)
Illinois Test of Psycholinguistic Abilities (2 yr. 6 mo. to 9 yr.)

ACADEMIC SKILLS (Basic Reading, Spelling, Math)

Durrell Listening - Reading Tests
Gilmore Oral Reading Test
Gray Oral Reading Scale
Peabody Individual Achievement Test (K to adult)
Wide Range Achievement Test (K to 14 yr.)

SPECIAL USE

Special circumstances sometimes require the use of alternative instruments or procedures. Following is a list of suggested instruments for specific exceptionalities.

Gifted:
Torrance Tests of Creative Thinking

Hearing Impaired:
Arthur Adaptation, Leiter International Performance Scale
Columbia Mental Maturity Scale
Detroit Tests (selected parts)
Hiskey-Nebraska Test of Learning Aptitude
Porteus Mazes
Raven Progressive Matrices

Physically and/or Multi-Handicapped:
- Detroit Tests (selected parts)
- Pictorial Tests of Intelligence
- Peabody Picture Vocabulary Test
- Columbia Mental Maturity Scale

Speech Impaired:
- Any of the nonverbal tests listed above

Visually Impaired:
- Blind Learning Aptitude Test (T. Ernest Newland
  702 South Race Street
  Urbana, Illinois)
- Detroit Tests (selected parts)
- Haptic Intelligence Scale for Adult Blind (16 and older)
- Stanford-Binet Intelligence Scale (items not dependent on vision)
- Wechsler (Verbal Scales only)
- (Be wary of items that have a meaning that may depend on visual imagery)

Although these instruments are grouped under one of six major categories, many can be utilized to yield information in other areas of behavioral functioning. For instance, the WISC-R, while giving information primarily on general cognitive functioning, also yields data on adaptive skills, emotional maturity and visual-perceptual integration. Instruments such as the Bender, used primarily as a measure of perceptual development, also provide information on general intellectual development and emotional functioning.

Psychological instruments are far from perfect insofar as predictive and descriptive uses are concerned. The assessment of intellectual potential, even though more reliably accurate and fully described in the professional literature than many other assessment procedures, is still difficult at best. It is known that measured intelligence accounts for only about 50 percent of the variance in student achievement. Given the relative inadequacy of assessment accuracy, it is essential that psychologists use the best and most extensively validated instruments and procedures that are known when assessing psychological dimensions of human behavior. Errors of measurement in even the best instruments and procedures are too great. The most extensive research and the most comprehensive predictive studies on intellectual assessment have been done on the most recently revised and normed Binet and Wechsler Scales. In general, it would be expected that one of these instruments would be included in a comprehensive assessment of a child's abilities or handicaps.

It should be emphasized that a complete psychoeducational assessment requires a careful consideration of social and educational functioning along with cultural and physical limitations and strengths in the child's background. In addition to the assessment of cognitive and academic achievement, it is increasingly important that the school psychologist be able to understand the personality, response style, social relationships and creative abilities of children. The interaction between the child and his family or the child

and staff at school may be as important as the child's intelligence in understanding him and planning for his future educational growth. The professional in school psychology must be acquainted with and have available instruments and techniques to facilitate assessment in each of these areas of child development as well.

PSYCHOLOGICAL REPORTS AND THEIR USES

While much of the psychologist's time will be spent in consultation, observation, counseling, in-service activities or in seeking and coordinating referral help, a pivotal point of professional activity revolves around the psychological report generated by the assessment process. The comprehensive and useful psychological report extends the effectiveness of the school psychologist far beyond the circle of persons with whom he comes in contact and makes his effects felt well into the future. Because the psychological report can be so important it must be exhaustive, comprehensive, accurate and, as previously emphasized, useful. Good psychological reports have a stabilizing, data-based effect on future planning for a child and serve as valid points of reference when assessing changes in child learning and behavior.

Although the psychological report is a carefully considered appraisal of human functioning at a given time, its limitations must be recognized. Misuse of reports seems to result from the assumption that the report is invariably inclusive and definitive.

The much abused and often maligned "IQ" deserves careful attention in psychological reports. While the IQ concept has meaning to the school psychologist who also understands its limitations, others may not. Teachers, for instance, should regard the IQ as a limited learning approximation which is a derived rather than a direct measure. Its usefulness will be enhanced by adding data on observed behavior, social functioning and educational competency to furnish useful information in planning for each student. Used slavishly and rigidly, the IQ is binding and static. Tentative and constructive use offers important clues to a child's development and helps in formulating instructional methods and techniques.

A psychological report is the written result of an individual child study and assessment. Although each psychological report is uniquely different, there is usually a general format used in report writing. Each section of the report, regardless of how it is organized, serves a specific purpose. Clearly stated in the report is the <u>reason for the referral</u>. The purpose of the evaluation is to help find answers to the questions asked by the person initiating the referral.

Since the child's home environment is a powerful influence on him/her, specific data such as parent's occupation, marital status, number of siblings or others living in the home often have a place as <u>background information</u> in the report. This related information would be factual with no value judgments attached.

<u>Medical history</u>, physical handicaps, or sensory impairments are relevant to the child's present functioning. The student's physical characteristics, clothing and appearance should be noted in the report, if relevant to the presenting problem.

Previous test results and educational history provide pertinent information and also have a place in the psychoeducational report.

The test situation affords the examiner a sampling of behavior in a structured situation, from which he can draw inferences about the child's general behavior. The way he/she relates to the examiner and responds to the test battery may yield a quick appraisal of how he/she accepts strangers and how he/she reacts in new situations. His/her approach to problem-solving tasks and how he/she accepts failure are valuable behavioral patterns which can be observed during testing and may need to be included in the report.

The body of the report should provide interpretations of test scores and behavior. In noting the child's test strengths and weaknesses, any discrepancies or lack of correlation should be clearly pointed out. Any factors which may have had an adverse effect on the child's test performance should be noted and if they seem to influence the score significantly, then the test should be considered invalid.

An appraisal of the student's adaptive behavior and social competency should be included in the report. This information can be obtained from the teacher or parents, from formal or informal rating scales, and from personal observations.

The summary and the recommendations should be the culmination of the report. From this section should come some concrete directives which would benefit the child and those concerned with his education and welfare. Suggestions for his instructional program, his educational placement or his need for special services would be made here. This section would include recommendations for referring the child to professionals outside the school setting, such as to physicians, community agencies, or other educational agencies for specialized help.

When carefully written, with student's strengths and weaknesses clearly identified, the psychological report can be a useful source of information for teachers in writing individualized education programs for handicapped children. The psychological report could meet the requirements of the I.E.P. giving a statement of present levels of educational performance of the child and projecting the anticipated duration of special education services. It could also be used in formulating instructional objectives for the student.

The psychological report written by the school psychologist is used primarily by school personnel; however, parents have the right to review all data relating to their child which is collected and used by an educational agency. This would include the psychological report. Parents may obtain copies of all such reports. The report should be interpreted to them by a qualified consultant.

It is mandatory that confidentiality of reports be maintained. Written psychological reports may not be shared outside the school system (except as specified by law) without written parental consent. A record should be kept of any report sent outside the system to include the name of the party

receiving the report, the date it was released, and the purpose for which the report is to be used.

A concern of many practicing school psychologists is ownership of the test protocols. The protocol is conveniently available during testing for the examiner's hurriedly jotted personal notes and impressions. While these are useful to the examiner, he may not wish to share these notations with others. Therefore, disposal of the protocol after it has served its purpose may be a reasonable consideration.

For the psychological report to be used effectively, administrators, teachers, and special education personnel must be able to interpret it. No one is better qualified to train the consumer than the school psychologist himself. When the psychologist cannot personally communicate the information obtained through a child study to the referring party, then the written report must serve as the communication tool. It should convey to the reader, even years later, exactly why the evaluation was done, the test results, and the recommendations. To be of most value it must include all the collected data pertinent to better understanding the child.

The criteria for psychological reports given by Meyers and associates (1974) are well conceptualized and furnish an excellent guide to psychological report preparation.

- The report is clear and concise without the need of technical terminology. When such terminology is used, it is explained.
- The report reflects a clear understanding of the reason for referral; it attempts to answer questions asked by the person initiating it.
- The report provides a brief review of all essential background information regarding the case.
- The report not only responds to the referral but provides help in other matters needing attention.
- The report provides relevant specific recommendations to teachers or others concerned with helping the child, suggesting materials and methods of intervention when appropriate.
- The report makes clear the meaning of key psychometric results. Doing so is often easier than psychologists sometimes make it. Showing specific achievement samples, or examples of the child's actual work is often more communicative than Bender-Gestalt test data reporting, for example, that the child is "confused in figure-ground and directionality."

- The verbal or written report does not conclude the psychologist's contact, but is just the end of a beginning phase. The recommendations in the report serve as the substance of a placement committee's activity, help initiate the educational planning and serve as a basis of corrective feedback when recommendations and plans are implemented. In this sense, the report is open-ended. Adequate reports are not only dated as to initial complaint and study but also at the follow-up or reevaluation points, leaving no doubts about what happened and when.

- Finally, the written report serves an archival purpose. One can never anticipate the potential future need for precise summarized information developed in a complex case study; internal evaluation of school district processes alone should require some form of stored information, not to mention more formal research needs, establishment of time-trends and responses to inquiries made by the school board, an inquiring public, or the courts. Filed reports also are evidence that due process has occurred, and they provide a record of the decision and names of persons responsible. We do not recommend the trend toward no records beyond skeleton facts and numbers. We prefer being able to use the previous case study as a norm against which current progress can be assessed, not only in scores but in apprising how well the most critical needs have been met.

LEGAL AND ETHICAL ISSUES

Legalities

The role and work of the school psychologist have been affected on a continuum from specific responsibilities to arbitrary involvement over the past few years. At present, current state and federal legislation is mandating newer and stronger guidelines for the development of programs in which the school psychologist is directly involved. These laws provide for a free and appropriate public education for all handicapped persons. Parents of the handicapped are now to be involved in all aspects of the education of their child, including screening, evaluation, placement and the actual writing of individual education programs for their children.

This state and federal legislation does not significantly change the role of the school psychologist, but broadens and more clearly defines those issues that have been affecting psychological services for the handicapped for some time. At present, Georgia's Special Education Regulations and Procedures provide guidelines for procedural safeguards including: Due Process, Least Restrictive Environment and Confidentiality. These guidelines are written and periodically revised as required by state and federal law. In addition, requirements for state and federal legislation are provided for in Georgia's Amended Annual Program Plan.

For the purposes of this handbook, the following is a list of headings and sub-headings of sections of the Special Education Regulations and Procedures and the Annual Program Plan. This list is provided as a reference for school psychologists in developing programs and providing services to the handicapped in accordance with law.

Special Education Regulations and Procedures

Procedural Safeguards

A. General Provisions

B. Due Process
   1. Evaluation
   2. Initial Placement
   3. Hearing Process
   4. Surrogate Parents

C. Least Restrictive Environment
   1. Program Alternatives
   2. Procedures
   3. Implementation

D. Non-Discriminatory Testing and Placement

E. Confidentiality
   1. Access Rights
   2. Hearing Rights
   3. Consent
   4. Safeguards
   5. Destruction of Data

Georgia's Annual Program Plan

Procedural Safeguards

A. General

B. Independent Evaluations
   1. Parent Rights to Evaluation at Public Expense
   2. Parent-Initiated Evaluation
   3. Request for Evaluation by Hearing Officers
   4. Agency Criteria

C. Child Status During Hearing Process

D. Surrogate Parent

E. Procedures in Implementing the Procedural Safeguards Policy

Least Restrictive Environment

A. General

B. Continuum of Alternative Placement

C. Placement

D. Technical Assistance and Training Activities

E. Procedures in Implementing the Least Restrictive Environment Policy

Nondiscriminatory Testing

A. General

B. Evaluation Procedures

C. Procedures in Implementing the Nondiscriminatory Testing Policy

These sections as they are presently written and as they may be amended in accordance with the law, will provide school psychologists a foundation of information needed in relation to legal issues that affect their role in serving handicapped children.

2. Ethics

Guidelines to ethical practice have been published by the American Psychological Association, by the National Association of School Psychologists and by the Georgia Association of School Psychologists. Responsible school psychologists will affiliate with the professional associations that seem to provide the most useful guidance and assistance. Continual interaction with colleagues is one evidence of the intention to practice in a responsible, ethical manner.

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